DOCUMENT RESUME

ED 328 289 IR 053 450

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TITLE The Training of Teacher-Librarians--Paving the Way.
PUB DATE 90
NOTE 44p.
PUB TYPE Historical Materials (060) -- Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Change; Educational History; Elementary Secondary Education; Higher Education; *Interprofessional Relationship; *Librarian Attitudes; *Library Education; Library Instruction; *Library Role; Preservice Teacher Education; Public Libraries; School Libraries; Schools of Education; *Teacher Attitudes; Teacher Educator Education; Teaching Methods; United States History
IDENTIFIERS *National Education Association

ABSTRACT

This report traces the emerging relationships between the school and library systems during the colonial era until the late nineteenth century. It examines the public library's influence on early educational methodologies, describes the beginnings of the cooperative movement between teachers and librarians, and the new interrelationship which developed between the libraries and the schools. Also detailed are early efforts in the normal schools (teacher training institutions) to inform teachers about the library's educational dimension, the movement to establish separate school libraries, the subsequent establishment of a school library section/department by the National Education Association (NEA) in 1898; the early beginnings of librarian training in normal schools and library skills instruction in school libraries, and the NEA report on the relations of public libraries to public schools. An epilogue provides a brief look at the late nineteenth century in which a more harmonious relationship developed between teachers and librarians. (122 references) (MAB)

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The Training of Teacher--Librarians--Paving the Way.

Marylouise D. Meder

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The Training of Teacher-Librarians - Paving the Way

by Marylouise D. Meder

The history of library education starting with the establishment of the first such program at Columbia College in New York in 1887 has been well chronicled. The small number of library programs in the first few decades, the availability of several library periodicals eager to record the latest developments in library education, and the writings of the early educators make the task of documenting the early trials and successes a relatively simple matter.

Information concerning a parallel occurrence - the movement to train teacher librarians - is more elusive. Part of the difficulty stems from the large number of normal schools which existed in the latter years of the nineteenth century. Another problem is that library training programs often started gradually with the addition of one course, then several courses, and finally an entire program. A third difficulty arises in the failure of many of the normal school programs to document their efforts in either library or education periodicals. Moreover, school people, in spite of having a number of supporters, lacked a leader of the caliber, vision, and enthusiasm of Melvil Dewey, though he, too, played a role in the development of school libraries and the training of teacher-librarians.

Beginnings of School Libraries

School libraries had existed in America from colonial times but these collections consisted of very few books. Although Benjamin Franklin as early as 1740 included a library in his

blueprint for an ideal academy and the Penn Charter School set up a special library room, the idea won little support.[1] Only in the latter part of the next century was much progress made toward the establishment of any sort of school library.

Legislation relating to the establishment of libraries in school districts goes back to 1827 when Governor DeWitt Clinton of New York announced his school library plan.[2] In 1835, New York introduced its school district library system whereby any school district was authorized to levy a $20 tax to establish and $10 per year to continue a library. Another law, passed in 1838, appropriated $55,000 a year to school districts for the purchase of books provided the district could raise a similar amount.[3] By 1876 twenty-one states had passed laws providing for school district libraries.[4] However, despite the name, most legislation did not establish libraries for schools but, rather, for the people in an area the size of a school district. The primary object was to benefit those who had completed their common school education by putting within their reach "a collection of good works calculated to enlarge their understandings and store their minds with useful knowledge."[5] Connecticut, which introduced a school district library system in 1839, became a pioneer in setting up libraries to help children.[6] Henry Barnard, a leader in reforming Connecticut's common schools and a member of its legislature at the time, influenced the direction of this law.[7] New York's school district library system reached its height in 1853, at which time money in the fund was diverted for teacher salaries, and the libraries began to disappear.[8] Other states

fared no better because of the small size of the school district, too little money spent, diversion of funds, failure to arouse interest for further development, and lack of trained librarians.

School district legislation failed to benefit many schools, but it did provide stimulus for the development of public libraries which, in turn, played a prominent part in the school library movement.

Changes in Instructional Methods

Along with the development of public libraries in the 1870's and 1880's and the formation of the American Library Association in 1876 came a movement to change the method of instruction in schools and colleges in the United States. Up to that time textbook teaching prevailed at all educational levels. Memorization, emphasis on skills, and readers which presented only excerpts from literary classics, caused educators as well as librarians to bemoan the sorry state of the nation's educational system.

Charles Francis Adams Jr. described the teaching in Quincy, Massachusetts in the mid 1870's as a "perpetual system of conundrums."

> "The child was made to learn some queer definition in words or some disagreeable puzzle in figures, as if it were in itself an acquisition of value... The result was that scholars acquired with immense difficulty something which they forgot with equal ease, and when they left our grammar schools they had what people are pleased to call the rudiments of education, and yet not one in twenty of them could sit down and write an ordi-

nary letter, in a legible hand, with ideas clearly expressed, in words correctly spelled; and the proportion of those who left school with either the ability or desire to further educate themselves was scarcely greater."[9]

Even at the end of the nineteenth century 75 percent of the children left school before the age of twelve,[10] which meant lifelong learning became the responsibility of the individual.

A number of librarians and some educators felt that teachers should implant in the student's mind the desire for self development by encouraging the reading habit, stimulating curiosity, and suggesting books worth reading.

Melvil Dewey became one of the first to advance the notion of the library's educational function in 1876 when he wrote

> "...The school teaches them [students] to read, the library must supply them with reading which shall serve to educate, and so it is that we are forced to divide popular education into two parts of almost equal importance and deserving equal attention: the free school and the free library.... The time <u>is</u> when a library is a school, and the librarian is in the highest sense a teacher, and the visitor is a reader among the books as a workman among his tools."[12]

Educators, too, heard that they should prepare children for further self education when Charles Francis Adams, Jr., a trustee of the Quincy, Massachusetts Public Library, addressed the teachers of his town in 1876.[13] He chastised educators for

failing to teach children how to read, the "great connecting link between school education and self-education."[14] To accomplish this end, Adams advocated close cooperation between the school and the public library. He recommended that the teacher bring children to the public library and help them find books to broaden their studies in history, geography, and literature. The librarian should purchase books students needed. Adams wanted his town library to become a "living element" in Quincy's school system. When that was accomplished "both schools and library would begin to do their full work together, and the last would become what it ought to be, the natural complement of the first - the People's College."[15] Adams has been called the first to suggest the possible good to be derived from the cooperation between schools and libraries.[16]

The Connection of the Public Library and Public School

From the time of Adams' initial suggestion to the end of the nineteenth century, public libraries led in efforts to make their collections useful to the school children of their communities. Samuel Swett Green, librarian of the Worcester, Massachusetts Free Library, launched what he claimed was the first program of cooperation between the public library and the schools.[17] He and his assistants visited schools to answer students' questions and encouraged teachers to come to the library where he demonstrated how library materials could enhance their classes.[18] He allowed teachers to take six books for their own use and twelve for their students to use. He also cooperated with Worcester Normal School by encouraging students to consult his library's reference books and solicit the aid of librarians in gathering material for their

essays.[19] Green, who continually augmented his program making it a model for others to follow, felt the alliance between library and school benefited both institutions. "Without the school, occasion for exploring the Library would arise much less frequently; and without the Library, the desire for knowledge constantly awakened in the school would have to go unsatisfied."[20]

William E. Foster of Providence Public Library, another pioneer in the cooperative effort, opened his library to children, a rare occurrence at the time, and encouraged them to use books to supplement their studies.[21] His library provided special reading lists and posted references to library works on any topic of current interest.[22] Foster believed teachers should examine the library's books for the young, select from this collection, and procure copies for a school library which would supplement the work of the school "at almost every step."[23]

News of the Worcester and Providence programs spread quickly. By 1879 when the second conference of the American Library Association was held in Boston, library/school cooperation was already a hot topic. Librarian Foster discussed his efforts in Providence Public Library and educator Robert C. Metcalf, Master of the Wells School in Boston, urged teachers to require supplementary reading in connection with school subjects.[24] Metcalf felt the need for devising a system whereby the library could be brought near the school or if that were impossible, the teacher could take out books children needed.[24] This was the first national meeting where librarians and teachers had

the opportunity to voice their needs and propose solutions. In 1880 a note in Library Journal indicated that library/school cooperation had become the leading question in popular education and a favorite topic in educational as well as in library journals.[26]

In the next few years a number of libraries, especially those in the Northeast, initiated plans of cooperation with public schools. Boston Public added a new twist by purchasing multiple copies of the same book which they sent to Metcalf's Wells School for a period of one year. Students could take the books home to read, then during one hour each week they discussed the story, its characters, and the style of writing.[27] The experiment, which was tried by other libraries, drew enthusiastic response. However, the question of who would purchase multiple copies for the schools remained a problem.

Ohio Teachers' Association established reading circles as a means of improving both quality and amount of reading. Started in 1881 in an effort to respond to Charles Francis Adams's criticism that the schools taught only the mechanical part of reading, the program was aimed at both teachers and students. Teachers who read a circle of works for four years received a diploma; students who read three required books received a certificate.[28]

By the early eighties, Educational Weekly carried a regular column on school libraries. Its January 13, 1881, column advocated more libraries in public schools as a means of developing a love of good books amoung students and it cited teachers as the individuals who could do most for the cause.[29]

Charles Warren, Chief of the U.S. Bureau of Education, in a speech delivered at the 1881 Washington conference of American Library Association, stated that libraries could help in public instruction by assisting teachers in their work and by providing them with materials to nourish their minds and add to their knowledge. These books should be purchased by the library but selected by the State Board of Education. In Warren's opinion the principal of the normal school and a prominent librarian should be included as members of the Board. Another of Warren's concerns was the high proportion of fiction circulated by libraries.[30]

Many librarians and educators of the day worried about the quality of books read by young people. Thomas J. Morgan, principal of the State Normal in Providence, Rhode Island, warned that the curious child "eagerly devours sensational trash, goody-goody nonsense, or poisonous literature." In his view a part of the teacher's work was to protect the child from "the miasma of pernicious literature, by fostering a taste for that which is wholesome."[31]

George E. Hardy in an address presented to the New York Teachers' Association in 1889 bemoaned the increase in pernicious reading material for the young, the dime novel, half-dime libraries, weekly story papers, coarse language, and crime obscenities.[32] Thomas W. Higginson, noted soldier, author, and reformer, one of the few to take the opposite view, claimed barring books merely made the person more curious to read them. He noted that a demand for the sensational would always exist and

so should be met wisely and moderately, not prohibited.[33] To combat the problem, libraries and school personnel compiled lists of recommended books and encouraged teachers to foster the development of better tastes and reading habits.

Although teachers were charged with this formidable task Caroline M. Hewins reported that few of them read or appreciated good books or took the trouble to use libraries in their search for class materials.[34] Furthermore, she accused high schools, normal schools, and colleges of sending out young men and women "with little knowledge of books except text-books and poor novels."[35] She suggested refusing to grant teacher's certificates to those who "do not show themselves well enough informed to guide children to love good books."[36]

In spite of some difficulties, by the middle eighties the cooperative movement between public libraries and schools had made headway in Lynn, Northboro, and Springfield, Massachusetts, Middletown, Connecticut, Gloversville, and Buffalo, New York, Cincinnati, Indianapolis, Chicago, and Milwaukee. Success of programs depended greatly on the enthusiasm of the librarians and superintendents of schools. Cincinnati, a city which had an energetic superintendent receptive to new ideas, hosted the ALA conference in 1882. On the last day of the conference, when the relation of the library to the public school was discussed, it is reported teachers came out in "great force."[37]

Such enthusiasm on the part of teachers was not universal. They complained that every minute of their day was already filled

with work for which they were directly responsible to the examiners. Large classes also hindered their taking on more responsibilities.[38] Other teachers opposed having their students read at all "on the ground that it interferes with their studies."[39]

When Hannah James, librarian of the Newton Massachusetts Public Library, conducted her survey to discover the connection of libraries with schools she concluded that the lack of accomplishment seemed to be due to a lack of enthusiasm in the schools and ignorance and indifference among the teachers.[40]

Normal school training at the time played a part in fostering such an attitude among teachers. Admission standards varied greatly. When Henry Barnard sought candidates for his normal school in New Britain, Connecticut in 1849 he deemed personality traits as essential as formal education.[41] That notion prevailed in other normals as they opened in other states. By the latter part of the nineteenth century students at Illinois State Normal University, one of the nation's leading teacher training instututions, could be admitted in one of five ways. Admission could be based on 1) graduation from a reputable high school of three years or more, 2) holding of a first grade teaching certificate, 3) appointment by a county superintendent, 4) designation as a select student and recommendation by the principal of the grammar school, or 5) examination of the faculty.[42]

As late as 1891 most students entered the Illinois institution through examination though by 1898 more high school graduates enrolled.[43] It was possible to begin normal training

with only an elementary school education. However, most such students had experience in teaching.

During the last decade of the nineteenth century, the normal at Albany, New York reflected a trend in evidence for a number of years when it required high school graduation for admission. Raising standards proved a slow process. By 1900 only 26 percent of the 38 schools studied by Charles Harper required high school graduation.[44]

Normal schools themselves tended to be little more than high schools. The program generally took two years though some institutions added another year or two for students who lacked high school education.[45] Like their counterparts in elementary and high schools, teachers in normals based much of their instruction on text-books. Consequently, libraries in teacher training institutions tended to be very small with collections which emphasized pedagogical treatises and educational journals rather than materials of a more cultural nature. It is small wonder that the average teacher viewed the public library/public school movement with apprehension.

In 1887, Marguerite Merington, of the New York Normal College, reported the library in her institution numbered about 1300 volumes. Reference books were kept in a large assembly room but the only time girls could consult them was during lunch hour. She added that circulating books were in great demand.[46] Officials of the normal at Geneseo, New York, also reported their library of inestimable value to the students there.[47]

As early as 1883, students in a few normal schools learned of

the interrelationship of libraries and schools through their observation and practice teaching experiences. Samuel Swett Green reported that during the 1882/83 school year Worcester Normal students in these classes kept diaries in which some noted the arrival of baskets of books from the public library or that the teacher instructed students to go to the bookcase to get books to read.[48] The Cincinnati public librarian noted in his report for 1884 that several classes from the normal school visited the library for instruction in the use of the library and help in the investigation of topics useful in their studies.[49] Worcester Free Library also had a strong relationship with the local normal school. As early as 1880 its principal, E.H. Russell noted that 64 percent of his students used the public library to pursue work connected with their studies.[50]

Such efforts seem insignificant today, yet they do represent a beginning in the effort to bring to educators the advantages the library offered in the way of stimulating reading and adding a new dimension to textbook teaching.

A further deterrent to the movement for training teacher librarians was the general lack of articles on the subject in educational journals. Josephine Rathbone found in her investigation of journals before 1889 only one casual mention of promoting closer relations with libraries. A school superintendent had suggested that teachers take classes to the library periodically and that they borrow books for classroom use.[51] A volume of Education carried a reprint of Melvil Dewey's "Libraries as Related to the Educational Work of the State" which the editor urged educators to read.[52] Though general educational periodi-

cals seldom advanced the need for library/school cooperation, there were some papers on the subject included in the proceedings of the National Educational Association. In 1880 Charles Francis Adams delivered a scathing attack on school superintendents for allowing schools to concentrate on the "imitative and memorizing faculties" instead of the "thinking and reflective powers" of students.[53] Adams claimed schools in Quincy, Massachusetts treated the child as a moral, reasoning being, and not as an automation. [sic.]" To accomplish this educators "begin with Froebel's method and end with the Public Library." Of the two, Adams believed the Library of greater importance.[54]

Not until 1887 did a paper distinctly addressing the subject of the relationship between libraries and public schools appear.[55] Thomas J. Morgan, principal of the state normal school of Providence, Rhode Island, in a paper delivered at the meeting of the National Educational Association, urged that students be taught how to use books, that each school have its own miniature library, that teachers take students to the library, and that each public library have a department especially devoted to educational literature.[56]

Despite most educators' lack of enthusiasm, librarians continued to initiate programs of cooperation with public schools. In 1885, Hannah James, librarian of the Newton, Massachusetts Free Library, conducted a survey of all public libraries having collections of more than 4000 books. From the 125 questionnaires sent out she received 75 replies. Thirty-seven libraries reported some official connection with the

schools of their town. The survey indicates the movement had spread from coast to coast though the greatest concentration of effort continued to center in the Northeast, notably in Massachusetts. Libraries in Oakland, California, Cincinnati, Cleveland, Detroit, and Milwaukee also had initiated programs.[57] In the South, James reported that Mr. Stafford, librarian at New Orleans Public Library, "stands alone in his work."[58]

Public library programs included issuing booklists, some of which were prepared by school officials, giving talks in schools, allowing classes from public and private schools to visit the library, arranging displays of the best children's books, sending story books to primary classes, posting composition topics on the library's bulletin board, sending sets of books to schools, giving teachers extra books and privileges, preparing catalogs comprised of juvenile books, providing multiple copies of books for classroom use, extending invitations to students to visit the library, giving prizes for scholarship and deportment, and providing special tables for children in the library.[59]

Perhaps as a result of her survey, James initiated a program with the public schools in her own town of Newton, in 1885/86. She tried to establish good rapport with the teachers by visiting almost every school in the city and offering assistance. Teachers provided her with lists of topics their students studied, then the libraries selected appropriate titles. The Newton library purchased extra copies of books deemed most useful. Books were sent to schools and issued to students for school or home use. The library provided each teacher with ten cards on which to draw books. James reported her program

received an enthusiastic reception from teachers and the superintendent of schools.[60]

Hannah James gained another audience for her ideas when the School of Library Economy at Columbia opened in 1887. She was asked to deliver a lecture on ways to bring the library and public schools together.[61]

Movement to Establish Separate School Libraries

By the 1890's some educators advocated separate school libraries quite apart from the small collections of books sent out by some public libraries. In a paper presented to the New York Teachers' Association in 1889, George E. Hardy suggested a well selected school library "ought to be found in every schoolhouse in the land."[62] He believed, "No greater source of good, no more important factor in the whole educational machinery of our school system, outside of the teacher himself, exists than a judiciously selected and widely used school library."[63] Hardy judged school libraries superior to other arrangements because they contained only those books children would need.[64] Dr. W.J. Milne of Courtland, New York Normal School also supported the idea of the library in the school.[65] Some librarians also advocated school libraries. At the ALA conference in 1892, W.H. Brett, director of the Cleveland Public Library, expressed the hope that "the time will come when our schools will be equipped with proper libraries for the use of students. Till that time the public libraries must help them."[66]

In a speech given at the 1890 meeting of the New York Library Association, Professor Fagan argued for a "sharp

distinction" between school and public libraries. He believed there should be a reference library which remained in the school where it would be easily accessible to students at the time questions arose. Furthermore, he hoped New York's school library legislation, enacted in 1838, could be used to equip school libraries.[67]

Edward A. Brooks, Superintendent of Schools in Philadelphia, another advocate of separate school libraries, felt the school library a necessity in the education of children. He looked "forward to the establishment of libraries to be used in connection with the work of our public schools as one of the most important factors in the solution of the great problem of education."[68] As early as 1893 Horace E. Scudder, editor of the Atlantic Monthly, reported a rapid increase of school libraries in New York, Michigan, Wisconsin, Minnesota, North Dakota, Colorado, and California. Scudder believed a collection of books in each school would put children from homes without books on an "equal footing" with those who had books in their homes.[69] By 1895, Superintendent Jasper of New York City reported receiving $15,000 from state funds to which the city added another $15,000 for school libraries. The money, divided among schools, amounted to $6.00 per teacher. School officials then purchased books as funds allowed from two prepared book lists, one covering dictionaries, encyclopedias, and gazetteers and the other listing supplementary reference sources in literature, science, and education.[70]

William Warner Bishop, another advocate of separate school libraries, argued that the mission of the school and of the

public library was different. In his opinion the school library existed for the welfare of the school and its only justification for being was to meet the needs of the school. On the other hand, the public library existed because of the need to promote the general welfare of the community and it should not be hampered in its growth by devoting so much energy toward satisfying needs of school children and teachers who were only one part of its entire community. Bishop believed it unfair to assume the school library could be best managed by the public library. Bishop predicted that the school library in its proper place would prove its usefulness and would grow in numbers.[71]

By the end of the decade, Genevieve Walton, Librarian of the State Normal College at Ypsilanti, Michigan, pointed out the need for advancing the idea that every school have its own library of reference books, good literature for general reading, and books useful to the teacher.[72]

Although the number of school libraries increased during the last decade of the nineteenth century, public libraries continued to assist schools. Librarians at Topeka, Des Moines, Bridgeport, Los Angeles, Detroit, and Denver all reported added services to students as well as an increase in the number of children using the library. Moreover, public library efforts in at least one community had resulted in enthusiastic support of the teachers.[73] Lack of funds and too few books hampered librarians at Los Angeles Public[74] and other libraries with vigorous school programs.

Lowell Public's librarian complained that many school

children were too young to have free range of the library and suggested limiting cards to students of 14 and over.[75] Caroline Hewins, on the other hand, reported children were no trouble at Hartford Public.[76]

Establishment of the School Department of the NEA

With the increasing interest among teachers and other school officers in libraries and the growing movement to establish separate school libraries came another development which greatly influenced the future direction of all phases of library/school relationships. At the 1896 meeting of the National Educational Association in Buffalo, New York, Melvil Dewey presented a petition for the establishment of a Library Section of the NEA.[77] At the instigation of Mary Eileen Ahern, editor of Public Libraries[78] and with the assistance of library colleagues, ALA president, John Cotton Dana, formulated the petition.[79] Other librarians had obtained signatures of leading members of NEA prior to submission of the petition.[80]

Citing the value of school libraries in educational work, the need for a collection of books in every school room, the importance of supplementing textbooks, and the inability of professional librarians to serve the special needs of schools, Dewey urged establishment of a School Library Section.[81] Educators voiced unanimous approval.[82] Melvil Dewey became first chairman of the Library Department of the NEA.[83]

At the 1897 meeting in Milwaukee, two committees were appointed - one chaired by Frank A. Hutchins, secretary of the Wisconsin Free Library Commission, to prepare and recommend lists of books suitable for reading and reference use by public school

pupils and another,chaired by John Cotton Dana, director of the Denver Public Library, to report on the relations of public libraries to public schools.[84] Later, the two committees joined to form the Committee on Relation of Public Libraries to Public Schools with Dana as chairman.[85] Different members of the five member committee wrote separate sections of a report which was presented to the NEA Council in May, 1899. A subcommittee on Relation of Libraries to Normal Schools, chaired by M. Louise Jones, Professor of English at Kansas State Normal School in Emporia, considered the books a normal school should provide its students, the relation of the library to that demand, and whether normal schools were realizing their opportunity.[86] One of the questions examined by the committee was how to encourage normal schools to give more instruction in the use of books and libraries.

Beginnings of Library Training in Normal Schools

In the late nineteenth century libraries in normal schools tended to be small, poorly housed, and haphazardly arranged, but by the early 1890's several normals had hired librarians[87] who augmented, organized, and promoted the use of their collections. Until schools provided such a laboratory for the use of student teachers, there could be little serious effort in training teacher librarians.

The earliest program to provide library training for normal school students started in Wisconsin in August of 1890. K.A. Linderfelt, director of Milwaukee Public Library, in an address given at the ALA conference in San Francisco, described the

efforts of his own library as well as the state of Wisconsin to improve library/school relations in that state. Milwaukee Public had discovered in its dealings with the schools and with the normal school that difficulties in the proper use of books were not so much a fault of the schools as of the teachers. Especially in country districts, teachers were often were poorly prepared for their work. Many lacked preparation in making use of books. To improve the situation Milwaukee librarians appealed to the state legislature which gave the Board of Regents of normal schools authority to employ a "competent cataloger" to organize library collections in all five of the state's normal schools. In addition, this superintendent of state normal school libraries had the responsibility "to train the students at the schools in the proper use of books, to instill into their minds an appreciation of what books can do, outside of the ordinary text books, in educating children to obtain a bibliographical knowledge, and the possibility of selecting out of the vast quantity of material that exists, the proper books for use with children." It was the hope of those who set this plan in motion that within a few years the five normals would scatter all over the state "library missionaries" who knew how to handle books and use them with children before they started working as teachers.[88]

The Milwaukee plan soon attracted the attention of other librarians, among them, Samuel Swett Green, who termed it "one of the most important steps taken in this direction."[89] Because of the strong support and superior resources of Milwaukee Public Library, the program at Milwaukee Normal School set the pattern for library education in normal schools all over the country. In

a paper presented at a meeting of Illinois Library Association on November 27, 1896, Mae E. Schreiber of the Normal School at Milwaukee described her work in connection with library reading and spoke of the attention the program was receiving. In her view teachers and librarians were a team, the teacher providing the inspiration, the librarian meeting demands of readers and keeping the enthusiasm alive. The teacher must be a reader and user of libraries in order to teach children how to read and get information as well as pleasure from books. To best accomplish the mission the teacher should not preach but rather inspire the child by "heart-to-heart talks" over good things discovered. In Schreiber's view the teacher "as well as the librarian ought to be trained for this work."[90] At Milwaukee Normal each senior student took charge of the library for a few days. There the students assisted other students in the use of the card catalog, located books, straightened shelves, and indexed magazine articles. They also read adult fiction, poetry, and essays as well as children's books.[91]

Linda Eastman, librarian of the Dayton, Ohio Public Library, was among the first to advocate that school children be given instruction in library methods. In an article published in April, 1896, she noted that something about indexes, tables of contents, and the best reference sources, already taught in some schools, should be a necessary part of the whole course of study.[92] She believed normal schools should give special preparation for instruction in the use of the library just as so many already had included a study of juvenile literature.[93]

Eastman, by then librarian at Cleveland Public, and Mary Ella Dousman of Milwaukee spoke of their work with normal schools during a symposium held for librarians in 1897.[94] The meeting gave Eastman another opportunity to promote library instruction for normal school students. She noted, "Most encouraging is the fact that a realization is very surely growing of the importance of a study of juvenile literature as a legitimate part of the normal school course; there yet remains to be emphasized the fact that pupils need systematic instruction in the use of books."[95]

Frank Manny, supervising principal for the Indianapolis schools, advocated the need for giving high school students the fundamental principles of library methods. "To accomplish anything definite in this direction," he said, "we must have the teachers trained, and the most can be done when they receive training on this line at normal schools."[96] Although he recognized that some normals were already giving some library training, he believed little could be accomplished until the demand was more definitely stated. Manny noted many articles in library publications on the library's educational role but a dearth of such information in educational publications.[97]

In a speech at a meeting of the Ohio Library Association, May Prentice, training teacher at Cleveland Normal School, decried the lack of official recognition of the importance of juvenile literature by school authorities and also noted the prevailing notion that reading for anything except information was a waste of time. Prentice added her voice to the growing number who advocated library training in normal schools when she suggested that Ohio librarians work for teaching about books and

libraries in normal schools. county institutes, and teachers' conventions. Furthermore, she felt that normal schools should have a course on juvenile literature and county institutes needed a series of lectures on juvenile literature and the use of books in schools. Publicity in educational journals should be the means to this desired end.[98]

Because of people like Schreiber, Eastman, Manny, and Prentice, library training for teachers did make some headway. In 1898, Emma Louise Adams of the Plainfield, New Jersey Public Library, sent a survey to 40 of the best known normal schools. Of the 20 replies from 12 states she found some kind of individual or informal instruction in the use of libraries was given in nine institutions; five gave special instruction in the use of the card catalog, classification, shelf lists, and bulletin boards; ten reported work ranging from informal talks by the librarian or department heads to student compilations of lists of all books and articles in a given library. Only one of the libraries did nothing. All but two gave classes on children's literature.[99]

Adams pointed out that many students in the nearly 400 public and private normals with an annual enrollment of 84,000 had not had a high school education and came from districts where library and educational facilities were poor. Because of this fact it was extremely important that normal schools give some instruction in the use of reference books and libraries and that they should support good libraries run by knowledgable librarians.

Adams included in her article one of the earliest published outlines for a suggested course on the use of books. She expected the instruction, even though elementary, to accomplish two ends - recognition of the importance of the public library as an adjunct to the schools and familiarity with the best reference sources. The course should include mechanical aspects such as the make-up, typography, paper and binding of books; the use of the title page, index, and table of contents; instruction on the best dictionaries, encyclopedias, atlases, and special reference books; uses of indexes of periodicals and newspapers; instruction in children's reading; and the value of books in illustrating topics taught in schools. Adams in another Library Journal article cited two obstacles to library work with schools: 1) insufficient recognition of its importance and consequent inadequate provision for it by libraries, and 2) inability of many teachers, who have no real love of literature, to cooperate with librarians. She hoped that the Library Department of the NEA by "introducing into normal and other preparatory schools for teachers both a course in elementary bibliography and some instruction in children's literature" would reduce that number.[100] Until normal schools and other teacher preparation institutions could give students the requisite knowledge for this work, Linda Eastmen believed librarians should continue fill the need.[101]

In spite of difficulties, progress toward including children's literature and the use of library materials in normal

school curricula continued. Irene Warren, an 1896 graduate of the Armour Institute Library School, described her work at Stevens Point, Wisconsin Normal School in the May, 1898 issue of Public Libraries. She divided her classes into eight sections. Each section met for a half hour each day, four days a week, for a lecture. Each student was given a list of questions on the lecture. Students were taken into the normal school library for explanations of the card catalog, shelf arrangement, use of encyclopedias, dictionaries, and other reference books, and examination of periodicals helpful to the teacher. Each student was given a problem, such as listing books which could be used for presenting a unit on birds to an eighth grade class. Students also were expected to visit district schools on Friday afternoons or Saturday mornings. In lectures they learned about book clubs as well as home, traveling, and public libraries. They also learned about Wisconsin library laws.

Warren's course showed careful planning and an effort to provide broad coverage of library topics but it was not an unmitigated success. Among difficulties Miss Warren encountered were meetings held too infrequently to keep up students' enthusiasm, heavy student loads, and lack of grading of classes according to a student's knowledge of books. She urged others contemplating similar programs to carefully consider before adoption whether there was enough value in such a course to warrant its adoption and whether the normal school was the place for it.

Warren's program may have been too ambitious for Steven's Point Normal School during the 1896/97 school year. She cau-

tioned others to tailor programs to meet existing needs.[102] In the fall of 1897, Warren left Wisconsin to become librarian at the Chicago Normal School[103] and later, librarian of the School of Education at the University of Chicago. There she continued her efforts to establish library courses in teacher training institutions.[104]

At the Normal School in Whitewater, Wisconsin, students served as apprentices in the library.[105] A similar program, initiated by Joseph Daniels at the State Normal School at Greeley, Colorado, made work in the library voluntary. Each day between twelve and fifteen students worked in the library. Much of the training took place at the circulation desk but there was also practice in book repair, compilation of bibliographies, Dewey classification and talks about book publishing and libraries for schools. Each student also had an opportunity to be librarian for a day.

Difficulties Daniels encountered with this program included high drop out rates among the volunteers and no class instruction because all of the students were never in the library at the same time. Despite drawbacks, Daniels judged the practical experience in a good library to be a valuable experience for the students.[106]

Thoroughly convinced of the importance of library training for teachers, Daniels announced a 4 to 6 week summer course to be offered at Greeley in 1899. He proposed to offer library management, classification, binding, repairing, and special instruction in school room libraries as well as school room decoration and the study of pictures.[107]

At Normal, Illinois, Ange V. Milner organized another library course for normal school students. During general exercises she gave eight to ten short talks on library rules, and the use of dictionaries, indexes, and encyclopedias. During winter term she presented three talks each week, one for seniors, one for juniors, and one for lower classes. She also gave lectures during summer terms. Material presented in her courses was practical, including how to look up references for themes and the use of the catalog for locating material students needed for their own studies. In addition, Miss Milner discussed care of the school library. It is evident that she would have liked to give more thorough instruction to her students but heavy course loads prevented augmenting or even requiring the course.[108]

Formation of Separate School Libraries

At the same time some normal schools awakened to the need to offer some sort of library training; separate school libraries, especially in high schools, were already being formed. A survey conducted in 1898 by Josephine A Rathbone, director of the Pratt Free Institute Library and instructor at Pratt Institute's Library School, showed fifteen high schools provided training in the use of encyclopedias, dictionaries, and atlases, and seven others reported this work was done incidentally or on an individual basis. Only six of the thirty replies reported no training in the use of reference books. Rathbone found that those high schools having the best programs of instruction also had librarians. She reported finding high schools with their own librarians "encouraging."[109]

Also encouraging was the progress made toward providing school children with supplementary materials for study since the idea was first suggested by Charles Francis Adams almost a quarter century earlier. Efforts toward this end first centered around the public library with leaders such as Samuel Swett Green and Hannah James promoting service to schools. Even at the end of the century cooperation between public libraries and schools continued strong, especially in some of the large libraries on either coast. With the extablishment of closer ties between libraries and schools came the realization that teachers needed to learn more about books and libraries. However, this aspect of the program encountered more difficulties and failed, except in a few places, to gain much headway until the very end of the nineteenth century. The trend toward establishing courses in library training for normal school students accompanied the development of the normal school library and the establishment of separate school libraries in several of the large cities of the country. Publicity concerning pioneer library education programs also helped to encourage the development of new courses.

Report of NEA Committee on Relations of Public Libraries to Public Schools

The establishment of the Library Department of the National Educational Association, perhaps more than any other development, gave impetus to the organization of library training programs in normal schools. This was the first formal recognition of the bond which existed between the public library and the public school.[110] Up until 1896 librarians provided most of the push behind school/public library cooperation but after that date

educators lent their powerful support to the movement. Backing from their own organization encouraged teachers to pay attention to suggestions and to initiate action.

One of the first committees to be designated by the Library Department of NEA, the Committee on the Relations of Public Libraries to Public Schools, had a subcommittee on Relation of Libraries to Normal Schools chaired by Professor M. Louise Jones of Kansas State Normal in Emporia. Although she did not advocate a specific course of training for normal school students, Miss Jones did think the school should give its students an acquaintance with books so as to enable them to know children's literature and be able to choose what is best for the child. She believed the normal school library should be rich in myths, folklore, songs, poems, and pictures, suitably cataloged and indexed. In addition, the collection should be rich in literature for children as well as professional material and works on the study of the child. Furthermore, the report advocated the need for a trained librarian in the normal school, a person who could select and organize the collection as well as give guidance to students.[111] Miss Jones saw the library as "one of the chief factors in the training of pupil teachers."[112] Normal school seniors should have opportunities to assist the librarian and become familiar in ways to interest students in good literature.[113]

A survey of all normal schools listed by the Bureau of Education resulted in replies from about three fourths of the schools. Of the forty-six responding to a question relating to

instruction in the use of the library, twenty, either in classes or lectures, gave students "some idea of catalog-making;" five gave a short course in bibliography; twelve provided instruction in a methods class; and thirteen allowed students to work in the library. The Jones survey pointed out the need for a great deal of work to upgrade normal school libraries. She found few had classified their collections, and only one, the State Normal School at Terre Haute, Indiana, had a collection of 25,000 volumes. Collections in the majority of schools numbered between 2000 and 5000 volumes. Her work of investigating conditions among normal school libraries so convinced Miss Jones of the importance of libraries to educational institutions of all types that she urged that the work of her committee be continued.[114]

The importance of the Report of the Committee on Relations of Public Libraries to Public Schools is seen in the request for at least 10,000 copies for distribution[115] and in the fact that the supply was exhausted soon after the pamphlet became available.[116] Minutes of the NEA Council note the report "... is regarded as one of the most valuable reports ever submitted to the Council, and it is hoped that the Executive Committee of the Association will provide for its liberal distribution and sale."[117]

Of even greater importance, the work of the committee brought about a better understanding between librarians and educators and a clearer formulation of the principles which should underlie the work of the two groups.[118] In a circular of the committee, John Cotton Dana gave further reinforcement to the

idea that teachers should be trained in library use when he proclaimed, "Normal schools, and all schools having to do with the training of teachers, should train their students in the use of books and libraries."[119]

Although the statement was made by a librarian, John Cotton Dana represented a committee of the leading educational association of the United States and at least three other members of his committee were educators.[120]

Epilogue

After a quarter of a century of effort to bring about closer harmony between teachers and librarians a certain degree of success had come about, largely in the last decade of the nineteenth century. Relations between the two groups still needed improvement. Dr. A.E. Winship of Boston claimed that teachers were afraid of librarians to which Mary Eileen Ahern countered "librarians have been chasing teachers for twenty years" trying to do then good.[121] In the last year of the nineteenth century they were just about to catch them.

An article on "The Library and the School" in the May 25, 1899 issue of Journal of Education carried May Prentice's plea that it was time the school officially recognized the library and trained pupils and teachers for its use. Prentice continued, "The time has come when every normal school course of work should include a rather wide and thoroughly sympathetic study of juvenile literature, not only the reading about children's books; and a thorough training in the intelligent and ready use of books, and of books of reference and library helps." With such training, normal school students would learn the value and scope

of dictionaries and encyclopedias, the use of cross references and the card catalog, the importance of Poole's and other indexes, and most important, they would know what to do if the subject of a search did not appear on the spine of a book. They would no longer have to turn away "sorrowful and ignorant."[122]

Each development in the nineteenth century - the legislation establishing school district libraries, the change in educational methods, the recognition of the library's educational role, the establishment of close ties between the public library and the school, the founding of library training programs, the desire for separate school libraries, the establishment of the Library Department of the NEA, the improvement of normal school libraries, the publicity in library and educational journals, and the establishment of separate school libraries - all played a role in the development of an attitude that teachers should have knowledge about libraries. Once the need for library and book knowledge for teachers had been firmly established, library programs in teacher training institutions came into being. It was for the next century to see the seeds planted in the nineteenth grow and flourish.

Notes

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